



**ÉCOLE NOTRE DAME SCHOOL**

**Living | Loving | Learning**  
**Vivre | Aimer | Apprendre**

# EDUCATION PLAN

2021-2022



# PRINCIPAL'S MESSAGE



Monique Tellier-Phillips

Bienvenue / Welcome to École Notre Dame School!

It is both an honor and a privilege to serve as Principal of such a wonderful school community. At École Notre Dame School we cherish the opportunity to educate the children entrusted to us. We are deeply committed to creating and maintaining a nurturing, faith-filled environment in which every student is supported.

École Notre Dame School is dedicated to academic excellence and the formation and nurturing of Christian beliefs and values. We recognize the unique talents of each of our students and staff. We celebrate our community of learners where each person's individuality is recognized and the joy of learning is enhanced. We work together with our parents, staff, district and parish to continue the proud tradition of excellence, making our school a place where each child can continue to grow spiritually, morally, intellectually, and socially. We believe that all children can achieve at high levels as we live, love and learn with Christ as the center of all things we do.

# MEET YOUR LOCAL TRUSTEE

*\*Leduc has two trustees, one position will remain vacant for the 2020-2021 school year*



Michelle Lamer

## Board Chair and Leduc Trustee

Michelle Lamer and her family have resided in Leduc since 1995 and attend St. Michael Parish. Michelle and her husband Bruce are active participants in parish ministry, the Catholic Women's League and Knights of Columbus. Their three children attended St. Benedict and Notre Dame elementary schools and all graduated from Christ the King School. Michelle is employed in an administrative position in the oilfield service sector, and serves in various volunteer roles. Michelle believes Catholic education is a precious gift that promotes the full development of a student through faith and knowledge. As a community, we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

# SCHOOL PROFILE

Ecole Notre Dame School is a Pre-K to Grade 6 dual track English and French Immersion school (French Immersion up to Grade 4 so far) with a wide variety of programs available. We offer full day Kindergarten with a Monday, Wednesday, alternating Friday option and a Tuesday, Thursday, alternating Friday option. In addition to Kindergarten, we offer a full-time option for Kindergarten students to attend our KinderCare program on their non-classroom days.

We provide:

|                                   |                                   |                           |
|-----------------------------------|-----------------------------------|---------------------------|
| A safe and caring environment     | French Immersion Program (K-4)    | Preschool                 |
| Before and After School Care      | Response to Intervention Program  | Hot lunch program         |
| Nutrition Program                 | Large, beautiful chapel           | Cozy Learning Commons     |
| Large gym with new flooring       | Career and Technology Foundations | Sports teams              |
| Large and engaging playground     | Playground Pals Programming       | Social Skills Programming |
| Parents At Notre Dame Association | Active School Council             | KinderCare                |

|                 |  |                          |                 |
|-----------------|--|--------------------------|-----------------|
| Principal:      | Monique Tellier- Phillips  | Student Population:      | 387             |
| Vice Principal: | Colette Chamulka   | Number of Teachers:      | 20 (19.436 FTE) |
| Phone:          | 780.986.9300   | Number of Support Staff: | 16 (8.55 FTE)   |
| Email:          | <a href="mailto:Monique.phillips@starcatholic.ab.ca">Monique.phillips@starcatholic.ab.ca</a><br><a href="mailto:Colette.chamulka@starcatholic.ab.ca">Colette.chamulka@starcatholic.ab.ca</a> | Grades Served:           | Preschool, K-6  |
| Webpage:        | <a href="http://nd.starcatholic.ab.ca">http://nd.starcatholic.ab.ca</a>  |                          |                 |



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

**Outcome:** Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

## MEASURES

### Survey Questions

#### Students

- We pray as a class or as a school every day.
- Teachers help me understand how faith can guide the way I live my life.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- I strengthen my faith through professional development ge.g. Reflections Day, staff retreat, daily prayer, book studies, EXCEL, etc.).
- I witness the faith and permeate curriculum and activities with gospel values.

#### Parents

- Teachers help students understand how faith can guide the way they live their lives.

### Anecdotal List of PD Offerings Specific to Faith

## STRATEGIES

Our staff regularly participates in Faith PD both which takes place at the beginning of our PD Days. Faith goals are part of all of our teachers' PD plans, by choice. We also have a Religious Education Leader on staff, who provides everyone with regular updates and information to help with strengthening our faith at school and in the community. As well, our Faith Life and Religious Education Coordinator keeps all staff informed of changes that occur throughout the Liturgical Calendar in respect to traditions, liturgies and Masses, and prayer table set up. Below are some of the faith formation opportunities that took place in 2019-20:

- Mass as a staff at St. Michael's Leduc and in our chapel
- Division Opening Faith Day: Sister Marie-Therese Leger /Faith Sessions
- Faith Development: Sharing Love Through Gratitude
- Faith Development: Showing love to our neighbours
- Faith Development: Open yourself to God's love



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students learn what it means to live in a relationship with Jesus Christ.

**Outcome:** Students will hear and learn about how adults live their lives guided by faith and the Church.

## MEASURES

### Survey Questions

#### Students

- Teachers help me understand how faith can guide the way I live my life.
- Teachers speak to me about their own faith and the role of God in their life.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

#### Parents

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

## STRATEGIES

- Teachers take the time for discussions during classes beyond religious education
- Staff and student participate in liturgies through the year
- Sharing role of faith in life through our week at a glance.
- Share personal experiences with students about liturgical year.
- Teachers are creating "ask me about" faith topics discussed in class in the classroom week at a glance
- Virtue of the month calendar activity suggestions to connect to faith



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff and students witness the gospel.

**Outcome:** Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

## MEASURES

### Survey Questions

#### Students

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

#### Parents

- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

#### Other

- Anecdotal List of School Social Justice Projects

## STRATEGIES

- Continue to participate in liturgy and masses
- Faith PD elements of a mass
- Continue class discussion outside of religion class
- Be specific with wording of questions and provide specific examples
- Share and continue to share personal experiences with students as part of the weekly, monthly communication with parents
- Showcase on social media how we live our faith for parents/students to see.
- Share our social justice projects on morning announcements, week at a glance to parents and social media posts
- Create an "ask me about" section in parent emails
- Sharing virtue of the month calendar activities



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Strong home, school, and parish partnerships.

**Outcome:** Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

## MEASURES

### Survey Questions

#### Students

- My school has the opportunity to participate in religious celebrations, activities or functions at the school or church.

#### Staff (Teachers)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

#### Staff (Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish .

#### Parents

- My child participates in religious celebrations at the school or church.

### List of School Masses/Celebrations and Connections to Outside Organizations (i.e. CSS)

## STRATEGIES

- Participate in Easter Mass at St. Michael's church as a school
- Having students and staff participate in the delivery of morning prayer
- Continue to celebrate our Virtues at assemblies each month
- Inviting Fr. Silvichan and members of the community to speak to our classes and school during Advent and Lent.
- Grade 6 Farwell Liturgy/ mass
- All classes ECS-Grade 6 participate in liturgies and masses either In the chapel or using zoom.
- Continue to invite parents and community members to participate In religious celebrations and activities (Assemblies, mass, confession)





# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

## PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

## STRATEGIES

Strategies that will prove beneficial in addressing the Mathematics areas that presented challenges for some students are:

- continued systematic and explicit core instruction - solidify all arithmetic operations - increase use of manipulatives in math
- vary the complexity of test item questions (i.e. low, medium, high)
- mirror the Provincial Achievement test for all exams
- vary choice of task to increase engagement
- identify outcomes for exam questions (ex: N.3)
- collaborate with grade partners and previous grade teachers (vertical planning/collaboration)
- provide regular specific feedback to students that is focused on what would yield improvement in Math
- use personal student's stories and data to explore outcomes around statistics and probability
- focus on math problem solving (stamina, 2 step and multi-step questions)

The Science Achievement Test scores demonstrated that certain skills such as inferencing and evaluating in science could be addressed for improvement. The data indicated, as well, that the science knowledge scores on certain topic items were somewhat lower than the provincial average. Strategies that will be used to address the areas of focus in science are as follows:

- use photographs or objects and have students practice making observations/inferences, i.e.: Observation: An apple has a missing chunk. Inference: Someone took a bite out of the apple.
- provide ample ongoing opportunities for students to share their scientific knowledge
- vary the complexity of test item questions (i.e. low, medium, high)
- continue to build/discriminate among scientific vocabulary: identify, classify, evaluate, infer, etc.
- create common assessments
- provide regular specific feedback to students that is focused on what would yield improvement in Science

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL ACHIEVEMENT TESTS - *STRATEGIES CONTINUED*

Strategies that will prove beneficial in addressing the Language Arts areas of need:

- focus particularly on transitions to create a sense of flow in paragraph writing (organization of a news article)
- utilize more informational and nonfiction reading (looking at text organization)
- focus on inference and synthesizing for advancing reading strategies
- explore poetry more in depth in the development of metaphor (figurative language)
- provide regular specific feedback to students that is focused on what would yield improvement in language arts skills
- vary the complexity of test item questions (i.e. low, medium, high)

School wide Response to Intervention will assist students that have specific areas of need in numeracy and literacy. The teachers in both Grades 5 and 6 will be using Newsela, an Instructional Content Platform for reading engagement, to increase exposure to informational and article texts. They will also be adding multiple choice questions to all tests throughout the year. Teachers are designating time to practice problem solving and calculations at least once per week throughout the year. This can be facilitated through Learning Buddies sessions where math games are played for a portion of the time to reinforce numeracy concepts. Parents at our school engaged students in a Math Games evening which is a fun and motivational way for students to build their math fluency. As well, a variety of subject specific strategies addressing deficiencies on the Provincial Achievement tests will be practiced by our Division II staff.

DIBELS data continues to help staff determine targeted interventions in Mathematics and Language Arts. Gains are seen in the majority of our students. With online learning, students have become more adept with various platforms and teachers are using them more often. This helps, as students tend to really enjoy learning with technology. Younger students who were paired with older students in Learning Buddies liked the interaction and the older ones liked working with them. It is unclear at this time whether or not these strategies were successful or not, as provincial achievement tests didn't happen last June due to COVID-19 and learning was inconsistent from child to child due to online learning circumstances.

# PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## STRATEGIES

Our Playground Pals program allows students in Grades 4–6 to assist younger students with equipment organization, sign out and with helping them play games. They also help with indoor recess days by visiting classrooms and leading exercises. A school-wide program we also find motivating for students is “Bucket Fillers.” Students who have done something kind for someone else have their name put into a “Bucket” and four names are drawn weekly and announced on the intercom. It allows them each to receive a bracelet that says, “I am a Bucket Filler.”

Another way students become active citizens is by getting involved in the AMA Safety School Patrol program. Students from Grades 4–6 can participate. This allows students to fill the much-needed role of ensuring that community members and fellow students can cross the road safely before and after school. Students are expected to be responsible for arriving on time and adhering to a schedule and working together as a team in setting up and dismantling the materials used for patrolling each day.

Other ways that our students are actively involved in providing for others is through their involvement in the annual Terry Fox Run, Drive Away Hunger, Remembrance Day involvement, Toonies for Movember, Coins for Christ, Wreath of Warmth, Soup for the Soul (Leduc Food Bank donation), Lenten Project with Leduc HUB, Holy Childhood Association Day, Jackets for Jesus/Coats for Christ, Christmas cards made by students for St. Vincent de Paul Society, as well as Jump Rope for Heart. Oftentimes that teacher organizing these initiatives gets their students directly involved in promotion and service work related to the project(s).

Grade 6 students learn about local governments and participate in class elections as well as visiting City Hall and the Provincial Legislature Building. They also participate in the DARE program and learn about digital citizenship. Our students also have access to our Family School Liaison worker, who provides leadership focus groups for boys and girls called Girls With Ideas and Building Champions.





## PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

*The Division is currently awaiting the provincial development of this goal.*



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES

### Surveys:

#### Students

- I have no worries about going to school
- I can solve problems at school (i.e. with friends, school work, etc.)
- I know how to lower my stress when doing school work (i.e. assignments or tests)
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

#### Staff (Teachers)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of my students.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

#### Staff (Support Staff)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of the student(s) I work with.
- I am aware of the behavior supports the student(s) I work with require.
- I utilize strategies to support the behaviour, with the student(s) I work with.

#### Parents

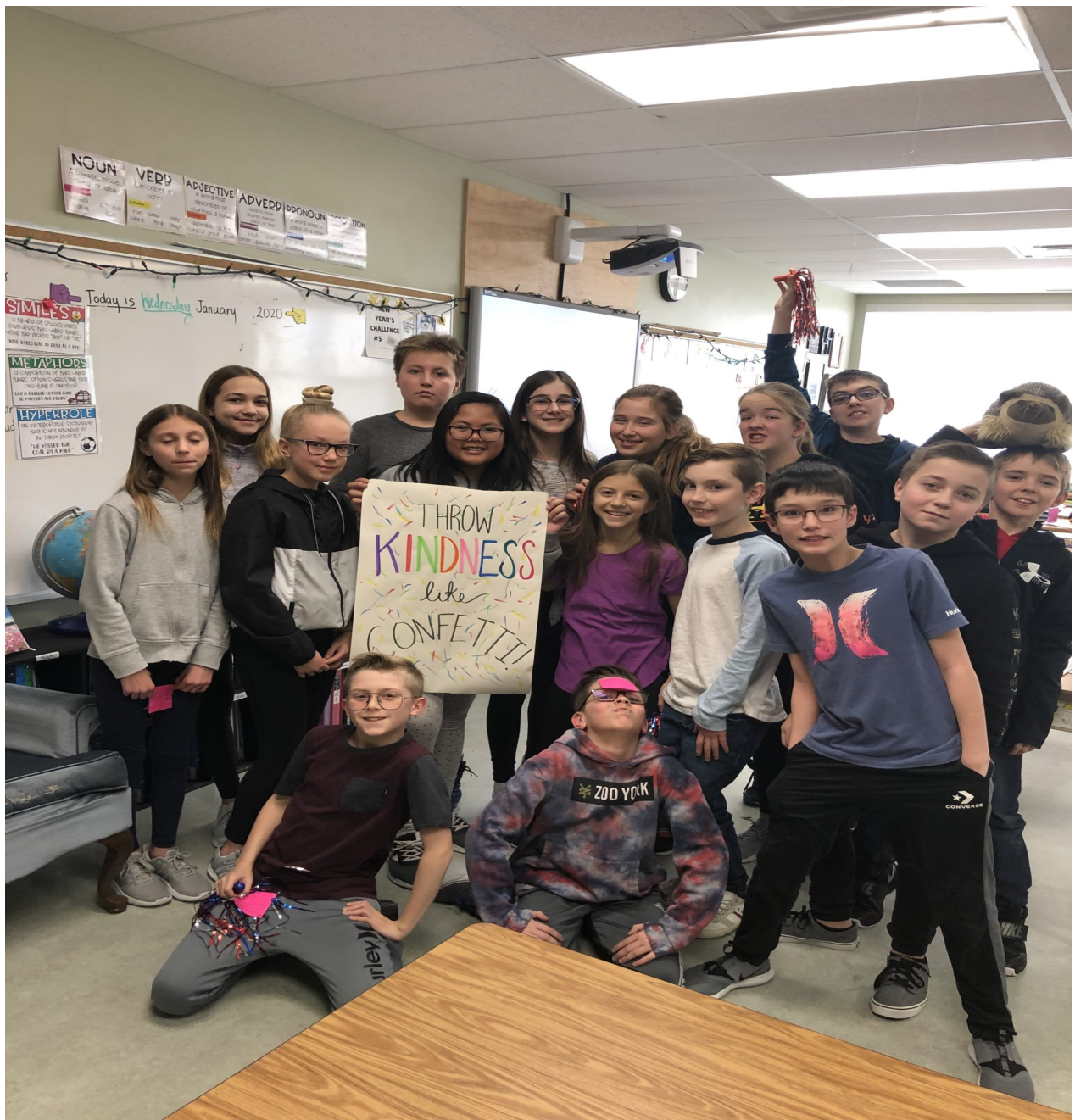
- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- My child has a friend at school
- I am satisfied with the access to social/emotional supports at school
- My child has one or more adult(s) that care about them at school



# STRATEGIES

The idea of hiring a Family School Liaison Worker (FSLW) in place of a School Counsellor was discussed with staff and parents in the spring of last year. The rationale for wanting to hire an FSLW was because of the area of specialization: a degree specific to Psychology or Social Work, which was felt to be a priority.

Our FSLW was hired and started in September of 2019. Her FTE was .42 and she worked for 4.5 hours per day on Tuesdays, Wednesdays and Thursdays. Her yearly plan included getting to know students, getting into each classroom to provide them with the Mind Up Program, and running specific small groups. She also was trained in the first four conditions of the district's new *The Third Path* program and Mental Health Literacy. Her programs will help address the area of student's sense of belonging.





# DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

**Education Quality** is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

**Board Priority/Local Goal:** Continue to build and develop staff capacity.

**Outcome:** Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

## MEASURES

### Surveys:

#### Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

#### Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

## STRATEGIES

Our PD plan addressed district initiatives specific to mental health and faith. Other areas that had been identified as important by our staff that they wanted to learn more about was concept-based pedagogy.

This plan is also quite varied – it allows for teacher collaboration, which is something the staff really appreciates because it addresses the need to meet with teachers from other schools. It also has choice through our ATA Institute Day, and ATA Teachers' Convention.

Faith is also infused throughout the year, within the majority of our PD Days. As Catholic educators, we need to take great care and loving attention to our faith development. The challenge confronting the Catholic education community is the need for all of us to own our distinctive vocation in the Church. To aid in this ownership process, continuing faith formation is imperative. We must know and practice our faith in order to infuse it within the classroom and school.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Foster a culture of collaboration and leadership development.

**Outcome:** Staff are provided with structured opportunities to collaborate and be involved in leadership.

## MEASURES

### *Surveys:*

#### *Staff (Teachers)*

- I have the opportunity to participate in school leadership at my school. (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

#### *Other:*

- List of Professional Development sessions related to leadership development that occurred in the 2019/2020 school year.
- Administrator satisfaction with leadership professional development.
- List of collaborative structures

## STRATEGIES

- Growing leadership capacity is an area that has been a need for a few years. This applies to both teaching staff and students. Our goal this year is to get more staff and students involved in leading the assemblies, clubs, activities, Mass, celebrations, student led clubs and in-class responsibilities, such as Student of the Week.
- Professional Learning Communities (PLC) provision has changed in that they are completely embedded as of this year. PLC blocks are covered internally, at no extra cost to the school. Division I PLC's are provided when the students all go to the chapel for a music class. Div II PLC's are provided when Athletics Excellence students are away and the rest of the Gr 4-6 participate in Career and Technology classes (larger classes allow for teachers to offset each other so that teachers are freed up to PLC with their grade level partner. French Immersion staff PLC's are provided when students go to the chapel to work with a learning buddy in numeracy and literacy.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Safe, welcoming, and optimal learning environments for staff and students.

**Outcome:** Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

## MEASURES

### Surveys

#### Student

- I am proud of my school and the way it looks

#### Staff (Teachers)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.
- Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students.

#### Staff (Support Staff)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.

## STRATEGIES

- Students participate in school clean up
- Making the front foyer inviting to guests
- Filling our hallway bulletin boards with art
- Inviting and having conversation with students about Citizenship and helping to take care of their school (playground, hallways, classroom)
- Adding nature elements to our school such as plants



# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: SAFE & CARING

**Safe & Caring:** This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

## STRATEGIES

This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

This year one of our strategies was the introduction of the Virtues Program. Through the program, we recognize students for working on the Virtue of the Month, which includes the following: love, empathy, peace, self-control, respect, kindness, acceptance, and fairness.

## PROVINCIAL GOAL: STUDENT INCLUSION

Student Inclusion: A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

***The Division is currently awaiting the provincial development of this goal.***

## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**Access to Supports & Services:** A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

***The Division is currently awaiting the provincial development of this goal.***

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis and Inuit students are successful.

**Outcome:** More First Nation, Métis and Inuit students meet or exceed performance measures.

## MEASURES

**Surveys** \*Filtered by FNMI students

**Students (Elementary)**

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

**Staff (Teachers)**

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

**Staff (Support Staff)**

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

**Other:**

- Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students
- Monthly First Nations, Metis and Inuit student attendance data

# STRATEGIES

Response to Intervention allows for our students to have access to grade level instruction, in addition to having the opportunity to receive targeted instruction in areas of difficulty in numeracy and literacy. It is important that we, as a school, continue to nurture a learning environment that is safe and inclusive for Indigenous students so that they feel a sense of belonging at school. Optimal inclusive learning environments enhance academic achievement and success and reflect a belief that ALL students can achieve high standards. With regard to academic achievement of Aboriginal students, there are many aspects of their culture that influence or mediate how well they learn at school. Some strategies/approaches that have been identified as positively influencing the academic success of Indigenous students, and that we encourage are:

- Storytelling (sharing an oral tradition)
- Talking/problem-solving circles (as a means to conflict resolution)
- Infusion of Aboriginal content (First Nations literature in Learning Commons)
- Relationship building (warmth and respect toward Aboriginal learners and their culture)
- Engage teachers in PD that builds capacity to grow foundational knowledge of First Nations, Metis, and Inuit amongst staff.
- ERLC PD – Building Indigenous Foundational Knowledge Through a Community of Practice. “The lack of Aboriginal cultural knowledge in school curricula and among teachers has been identified as one of the crucial factors in school failure...” (Battiste, 2000)
- Grow Ecole Notre Dame School’s collection of Indigenous literature (Medicine Wheel Education) plus teacher lesson plans. This school year we have added almost sixty new titles of Indigenous books into our Learning Commons.
- Erect the teepee (potentially in the courtyard) so that it remains set up throughout the year. Use it as a gathering place for telling stories (protocol considered) and as another symbol of inclusiveness for our general school population, but for our First Nations, Metis, Inuit people in particular.
- Continue to incorporate Indigenous themes across our curriculum, such as the singing of Silent Night in Cree language during our Christmas concert.
- Make a concerted effort to acknowledge our identified FNMI students and be sensitive to their unique learning styles and needs. Track attendance of our identified FNMI students and address any attendance issues as school absenteeism from a young age has significant negative consequences that can last a lifetime.





# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## MEASURES

### Surveys:

#### Students

- In my classroom, I am allowed to learn in different ways (e.g. technology, group work, on my own)
- At school, adults help me when I ask.

#### Staff (Teachers)

- I use a variety of Tier 1 strategies in my classroom.
- I use a variety of Tier 2, targeted strategies.
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).
- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

#### Parents

- My child has the opportunity to reach his or her academic potential
- My child receives the support he/she needs to be successful in school

#### Other:

- Accountability pillar

## STRATEGIES

School wide Response to Intervention will assist students that have specific areas of need in numeracy and literacy. The teachers in both Grades 5 and 6 will be using Newsela, an Instructional Content Platform for reading engagement, to increase exposure to informational and article texts. They will also be adding multiple choice questions to all tests throughout the year. All teachers use various online programs to compliment the curriculum and provide learning supports. Teachers are designating time to practice problem solving and calculations at least once per week throughout the year. This can be facilitated through Learning Buddies sessions where math games are played for a portion of the time to reinforce numeracy concepts. Parents and their children will engage students in a Math Games Night in early January sponsored by PANDA and School Council.

# DOMAIN 5:

## GOVERNANCE

### PROVINCIAL GOAL: PARENTAL INVOLVE-

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

## STRATEGIES

Parental engagement from the 2019-20 measure details were very high, at 95% of teachers and parents satisfied with parental involvement in decisions about their child's education. We did not list specific strategies in last year's report, other than to state the following observation:

Our School Council and our Parents at Notre Dame Association (PANDA) are a well-informed group of people who ask excellent questions at meetings. They communicate any thoughts, feedback, and ideas at our monthly meetings. They have also paid for speakers that come in to speak on current topics. PANDA have paid for a class set of ukuleles, the taffy station at our winter carnival, the shipping costs for our new school clock, and so on. They also organize fundraisers for specific needs, such as the sports equipment for Playground Pals, and other projects that benefit students.



# DOMAIN 5: GOVERNANCE

2021-22

## *Budget Summary*

*St. Thomas Aquinas Roman Catholic Schools*  
*2021-2022 Play Budget (May)*

### **Notre Dame SGF**

#### **Revenue And Allocations To Budget Center**

|  | 2021-2022 Play Budget (May) |             |            |             |
|--|-----------------------------|-------------|------------|-------------|
| Previous Year Unspent and Surplus Allocations          | \$0                         | 0.0%        | \$0        | 0.0%        |
| Local Revenues & Fees                                  | \$171,850                   | 100.0%      | \$0        | 0.0%        |
| <b>Total Revenue And Allocations To Budget Center:</b> | <b>\$171,850</b>            | <b>100%</b> | <b>\$0</b> | <b>100%</b> |

#### **Expenditures**

|                                 | 2021-2022 Play Budget (May) |             |            |             |
|---------------------------------|-----------------------------|-------------|------------|-------------|
| Uncertificated Staff            | \$132,371                   | 77.0%       | \$0        | 0.0%        |
| Services Contracts and Supplies | \$18,507                    | 10.8%       | \$0        | 0.0%        |
| Held in Reserve                 | \$20,972                    | 12.2%       | \$0        | 0.0%        |
| <b>Total Expenditures:</b>      | <b>\$171,850</b>            | <b>100%</b> | <b>\$0</b> | <b>100%</b> |

### **Summary**

|   | 2021-2022 Play Budget (May) |  |            |  |
|---|-----------------------------|--|------------|--|
| Total Revenue and Allocations to Budget | \$171,850                   |  | \$0        |  |
| Total Expenditures                      | \$171,850                   |  | \$0        |  |
| <b>Variance</b>                         | <b>\$0</b>                  |  | <b>\$0</b> |  |